

# National Society Statutory Inspection of Anglican Schools Report

## Terrington Church of England Voluntary Aided Primary School

North Back Lane  
Terrington  
York  
North Yorkshire  
YO60 6NS

### Diocese: York

Local authority: North Yorkshire  
Date of inspection: 13 November 2008  
Date of last inspection: 15-16 June 2005  
School's unique reference number: 121616  
Acting Headteacher: Ms Donna McCallay  
Inspector's name and number: Mrs Sharon Artley (NS 131)

### School context

Terrington is a very small primary school serving a small rural community. There are currently 39 children on roll. Pupils are taught in two mixed age classes. The proportion of children from other faiths or minority ethnic backgrounds is below average. Following the retirement of a long serving headteacher at the end of the summer term, the school was unable to make a permanent appointment. A teacher from the school is currently acting headteacher.

### The distinctiveness and effectiveness of Terrington as a Church of England school is good

The outstanding relationships which exist throughout the school community stem from the Christian values that underpin the school. A loving family atmosphere can be observed in the way in which older pupils show a genuine care and concern for younger ones. Standards of behaviour are extremely high and treating others with respect is at the heart of this school's work. Staff, governors and the rector support the acting headteacher very well. Currently there are no formal procedures in place to evaluate the effectiveness of the school as a church school.

### Established strengths

- The exceptional quality of relationships which exist throughout the school
- The way in which each child is known, nurtured and enabled to flourish as a unique individual
- The high regard with which the community holds the school
- The leadership and vision of the acting headteacher and supportive governing body

### Focus for development

- Establish a structure for reviewing the church school status and integrate this fully into the school development plan
- Involve all stakeholders in developing a more formal system to monitor and evaluate the effectiveness of collective worship and religious education
- Develop cohesive planning, marking and assessment strategies in religious education to ensure continuity and progression

### The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Parents speak in glowing terms of the ways in which the school knows and cares for each individual describing the school as "a big family. Parents and children agree that those who have not fitted in well in other schools "have fitted in here like a glove". Some families who have moved out of the area at a later date have asked for their children to be re-admitted to the school. They also compliment the high quality of pastoral care. Pupils are encouraged to develop their talents and parents describe the confidence shown in school productions. Pupils learn to show high levels of care and responsibility for others. At the annual Harvest Tea, each child is paired with an invited senior citizen. They have to look after and talk to their guest. Letters of thanks sent afterwards attest to how much this is appreciated. Relationships throughout the school are outstanding and firmly embedded in the school's Christian values. Older pupils naturally hold the hands of younger ones when walking to church and understand why it is important to care for the infants. Despite the school being in a rural location, it makes excellent provision for learning about multicultural diversity and for spiritual

development. A range of visits are organised to places of worship in the surrounding area. Pupils are able to recall these visits and express how they felt, for example, when they experienced meditation at a Buddhist Centre. Pupils give generously to many charitable causes and often the ideas come from the children themselves, for example with a non-uniform day raising money for the RSPCA. Pupils were able to articulate how running a Fair Trade café not only raised money but also helped them to understand what fair trade means. Vibrant displays give excellent support to learning and the school is considering other ways in which these can further aid spiritual development.

### **The impact of collective worship on the school community is good**

The acting headteacher and the rector give central importance to worship in the life of the school and are working together to develop themes for collective worship which also link with other learning in school. There is a high level of pupil participation, from lighting a candle at the beginning of worship to creating and leading worship itself. Sometimes in the case of the older children, this is without the necessity for adult input. In the worship observed and led by the rector in church, pupils were all very responsive to thinking about what makes a good person and what makes a God person. There were many volunteers when the children were invited to make up and say a prayer to conclude the service. Each term the school produces a Book of Graces from prayers written by the pupils. These show a good understanding of thanksgiving and thinking of others. A pupil reads a grace at the end of lunch each day. As a result of this provision, parents describe the good impact of collective worship with their children recalling stories and how they can remember and understand special services and key festivals. Parents are invited to attend special services at church and also collective worship in school once a week. The rector contributes greatly to supporting the spiritual life of the school. This aids pupils' awareness of Anglican faith and practice. Pupils were all involved in a memorial service held to remember the death of a member of staff earlier this term. They could explain the purpose of the symbolic act of placing pebbles on a special chair and could relate aspects of the service to current work in religious education. Monitoring and evaluation of worship is carried out informally.

### **The effectiveness of the religious education is satisfactory**

The school uses the diocesan scheme of work and standards in religious education are satisfactory. Currently, there is not a cohesive structure of medium and short term planning across both key stages. Some marking is evaluative but does not at present enable pupils to understand clearly how they can progress and achieve higher levels. There was a resounding, "Oh, yes" when pupils were asked if it was important to study religious education (RE) and they could explain why they should learn about their own and other faiths. Some work in exercise books shows evidence of how children can reflect on their own views, present arguments and reach conclusions. A cross-curricular theme of "Buildings" links RE with design technology and pupils across key stage 2 are researching and investigating which saints they would place in church structures they had made. The activity was differentiated by year group, but enabled all pupils to reach higher levels. There was evidence of spiritual development when pupils could explain why they had chosen specific saints. They also made links to the memorial service held earlier in the term. RE is valued currently there is little formal monitoring or evaluation of the effectiveness of RE.

### **The effectiveness of the leadership and management of the school as a church school is good**

Governors and parents describe the school and family as one integral whole. A recent review of the mission statement has placed the Christian ethos at its core. The acting head, rector and foundation governors are all fully committed to supporting the Christian distinctiveness of the school. Following recent support from the diocese, the new acting head and foundation governors are in the early stages of exploring ways of formalising how to monitor and evaluate the effectiveness collective worship, religious education and of the school as a church school. Staff actively support the Christian ethos. Parents describe the importance of the school enabling their children learn Christian values, be caring and know right from wrong as well as encouraging academic achievement. Communication between home and school is excellent with information going out in regular newsletters and through the parish magazine. Parents are often invited to express their views through questionnaires. When asked recently "What do you think makes our school stand out as a Church of England primary school?" positive responses cited the ethos, family atmosphere and the close relationship with the church. Parents are very confident that any concerns will be dealt with immediately and that staff are very approachable. Both parents and governors comment that since the appointment of the acting headteacher "nothing has dipped" and standards are being raised.